Course Profiles

Catholic District School Board Writing Partnership

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Course Profile

English

Grade 11
Workplace Preparation
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• *for teachers by teachers*

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Spring 2001

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Acknowledgments
Catholic District School Board Writing Teams – English

Writers
Christine Straus (Lead Writer), St. Mary's High School, Waterloo Catholic District School Board
Eileen McCabe, St. Mary's High School, Waterloo Catholic District School Board
Maureen O'Grady, St. David Catholic Secondary School, Waterloo Catholic District School Board

Project Manager
Sandra Collins, Waterloo Catholic District School Board
Mary Lynn Tolley, Waterloo Catholic District School Board

Internal Reviewers
Shawn Bontaine
Joan Grundy
Beth Hobson
Carolyn Pegg

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Course Overview
English, Grade 11, Workplace Preparation

Secondary Policy Document: *The Ontario Curriculum, Grades 11 and 12, English, 2000*

Course Description

Each individual is on a personal journey to attain meaning and fulfillment in life. This journey is a quest of hope and a call to wholeness in mind, body, and spirit. Jesus calls his disciples to "come follow me", and this message reiterates the call to journey (Mark 1:14-20). This call to journey requires preparation and direction. Our path as Christians may be fraught with temptations, obstacles, and tests. Fortunately, there is guidance along this journey to lead the individual to work through these challenges. On our spiritual path, we experience moments of grace when we feel at one with God. These theophanies (God experiences) allow us to see with clarity what our journey is about and fillus with hope to move on to the next stage. Accomplishment, celebration, and reflection follow us as we acknowledge our growth and are fortified to continue on our journey.

The English Grade 11 Catholic Workplace Preparation course delves into the students' search for their rightful positions in the workplace. This course provides opportunities to develop students' skills. These skills are consolidated in the English Grade 12 Workplace Preparation course. The Grade 11 course develops literacy, critical thinking, and communication skills. Students study the content, form, and style of informational texts and literary works; write explanations, letters, and reports; and investigate the connections among media forms, audiences, and media industry practices. An important focus is on using language clearly, accurately, and effectively in a variety of contexts. The course also concentrates on the forms of reading and writing required by those students who need to (re)write the literacy test. All units are defined in this course overview.

How This Course Supports the Ontario Catholic School Graduate Expectations

This course follows a pathway that moves from the needs and beliefs of the individual, to the individual's relationship with the community, to the individual's preparation for the changing workplace. Students learn about themselves, work together, improve their literacy, and develop effective citizenship so they can become giving members of a community. Ideally, they develop their self-esteem and improve their interpersonal relationships and social competence. The course aims to assist students in developing loving relationships with God, self, others, and creation. Workplace skills are taught from a Catholic moral and ethical perspective. Students build character as they develop dignity, strive toward greater personal integrity, and create a life/work plan as the course guides them towards fulfillment. In this way, students are challenged to live the words of the prophet Micah: "What God asks of you is only this: to act justly, to love tenderly, and to walk humbly with your God" (Micah 6:8).

Units: Titles and Times

Unit 1	Knowing Yourself (The Call)	12 hours
Unit 2	Setting Directions (Preparation)	35 hours
* Unit 3	Meeting Challenges	33 hours
Unit 4	Attaining Goals	20 hours
Unit 5	Reflecting on the Journey and Setting New Directions	10 hours

* This unit is developed in this Course Profile.

Unit Overviews

Unit 1: Knowing Yourself (The Call)

Time: 12 hours

Unit Description

The introductory unit establishes the overview of the course both spiritually and academically. Students learn about the search for self which every individual experiences. As Christ said to "make my word your home … and the truth shall make you free" (John 8:31-32), we can find happiness in living the light of Christ. Students are given interest inventories that evoke self-analysis, such as, "What are the moments when you feel happiest?" Students are encouraged to reflect on their life's call as vocation and to deepen their understanding that personal fulfillment comes from following one's vocation. Diagnostic tests help the teacher and students discover where students are on their path, where they can go next, and what they need to get there: their strengths, weaknesses, interests, skills, and knowledge of the workplace. The information gathered can help with assessment strategies. Class discussions and personal responses initiate an exploration of the call for wholeness and happiness. Reader-response journals serve as the vehicle to explore, challenge, and develop values in light of Gospel truths, while encouraging students to be lifelong readers. Response journals are developed further in Unit 2, in light of the issues addressed, and submitted as a summative activity for Units 1 and 2. Students also begin to develop an ongoing personal glossary of new vocabulary related to their journey. One of the first words to go into this glossary is "vocation" and all that the word implies: each of us is called to use our unique talents and abilities to serve the world. Discussions around the ideal job/life allow students to prepare for the culminating activity of creating their ideal life/career plan.

Unit 1 Overview Chart

Act.	Expectations	Assessment	Focus
1.1	LSV.01, LS1.02; CGE1g	K/U	Journey: Introduce and discuss the theme of self-knowledge: the search for happiness, meaning in life, and the ideal life/career plan (See Appendix 1 – The Call to Growth graphic organizer and the course culminating activity.)
1.2	LSV.01, LS1.03, LAV.01, LA1.04; CGE2b	K/U; A	Diagnostic Tests: Give diagnostic tests on students' knowledge of literature, writing, and the workplace.
1.3	WRV.03, WR2.03; CGE4g	K/U	Interest Inventories: Assign interest inventories on work, life, and literature. Introduce the focus of "What makes you happy
1.4	LAV.01, LA1.01; CGE4f	K/U	Glossary: Students create an ongoing glossary of vocabulary, beginning with the word *vocation*.
1.5	LSV.01, LSV.02	K/U; A	Memoirs, Biographies, and Autobiographies: Read non-fiction and have students answer questions about individuals searching for happiness and meaning, learning about themselves, and feeling part of the community; e.g., What motivates them? What were their turning points? What are the parallels to their own lives? How do the authors' values influence the works? Analyse topic, purpose, audience, and form.

1.6	LSV.01, LSV.02, LS1.02, LS1.05, LS1.06, LS2.02, LS3.03 CGE2b	K/U; A; T/I; C	Novel: Introduce reader-response journals of a novel or novel excerpts of student's choice. Include time each day for reading response (continued in Unit 2). The teacher can give a list of suggestions based on themes or issues that Catholics are called to address. As Catholics, we are constantly called to reflect on whom we are and where we are going, and students can see these questions addressed in their novels.

K/U = Knowledge and Understanding
T/I = Thinking and Inquiry
C = Communication
A = Application

Unit 2: Setting Directions (Preparation)

Time: 35 hours

Unit Description

This unit gives students the opportunity to take stock of what they have learned in the past and prepare for the next stage of their journey. They explore themes that arise from the journey (e.g., goals and choices) and such issues as human rights, sexism, racism, etc. as they read short stories, short plays, and anecdotes. Particular attention is given to the use of form (audience and purpose), symbolism, chronological order or flashback, setting, theme, conflict, method of narration, and plot. The study of poetry focuses on format, images, and word choice. Students also study other literary forms such as magazine articles, film, documentaries, and animation. Ontario Catholic School Graduate Expectations encourage students to become reflective, creative thinkers who can deal with these issues in a Christ-like manner (CGE3c, d, e, f). In both the reading and writing, students analyse audience, purpose, and appropriateness of format. The main assessment activity in this unit is a literature portfolio.

Unit 2 Overview Chart

Act.	Expectations	Assessment	Focus
2.1	LSV.02, LSV.03, LS2.02, LS3.01, LS3.03, LAV.01, LA1.01, WRV.02, WR2.02, WR3.01, WR3.02; CGE2a, 2b, 3c, 5b, 5a	K/U; T/I; C; A	Short Stories: Use knowledge of the elements of a plot graph (introduction, initiating incident, rising action, climax, and denouement), setting, character, theme, and style and have students identify and analyse them in short stories relating to the journey theme and/or workplace issues. In the stories studied, identify and lead discussion on the use of devices, such as parallel structure, hyperbole, and imagery. Analyse the method of narration and the use of flashback or chronological order. Describe the effect of the authors' choices. Have students focus on conflict, values, choices, human rights issues (e.g., racism, sexism), and themes such as directions, goals, and community. Students add new vocabulary to the glossary, analyse the words, and create synonyms and antonyms. Using the stories, the class brainstorms a web chart identifying the character traits for the characters and providing proof of these traits. In the assigned writing, focus on audience and form and review stages of the writing process. In an expository paragraph, students express views on some of the issues. Teach students how to cite passages to support their opinions. Students write a descriptive paragraph using effective verbs, specific nouns, and adverbs and adjectives that appeal to the senses.

2.2	WRV.01, WR1.02, LSV.03, LS3.03; CGE2b	T/I	Short Play: Expose students to a short play and analyse the format used and how this format differs from a short story. Students chart the differences and recognize their purpose.
2.3	LSV.01, LS1.02, LS1.03, WRV.01, WR1.03; CGE5c, 3f	T/I	Articles and Anecdotes: Students read magazine and newspaper articles and anecdotes that deal with relevant themes, messages, or issues pertaining to the world beyond the classroom. Facilitate a discussion of the issues, in light of the Gospel and preparing students for the world of work. Students enjoy anecdotes in *Chicken Soup for the Soul.*
2.4	MDV.01, MD1.01, WR3.02; CGE4g	T/I; C; A	Film: Students actively view a film, (e.g., documentary or animated feature) that deals with the journey theme and social issues. Students discuss how they must deal with these issues as preparation for the workplace world.
2.5	WRV.03, WR3.01; CGE2d	C; A	Narrative Writing: Students write a short narrative, which concentrates on the journey theme or relevant social issue, in the form of anecdote, personal narrative, or short story. Students focus on audience and purpose and follow the narrative writing form.
2.6	LAV.01, LA1.02, WRV.03, WR3.01, LSV.03, LS3.02 CGE2c, 7j	T/I; C; A	Poetry: Read a variety of poetry. Discuss and analyse the themes, forms, images, and word choice. Students write a few poems based on the various forms experienced in class. They focus on purpose, audience, and form. Their poetry should deal with a theme or issue pertaining to their preparation for the work world and their response to this momentous stage in their life.
2.7	WRV.04, WRV.05, WR4.01, WR4.02, WR5.01, WR5.02, WR5.04 CGE2c	K; T/I; C; A	Summative Activity: Literature Portfolio Students submit their responses to the novel (1:6); their description, exposition, or narration; their short story-play chart; and their best poem. Students focus on stages of the writing process, with particular attention to revising, editing, and citing sources. They organize their portfolios and present them in conferences (e.g., parent-teacher), using what they have learned about form, purpose, and audience. Students use a title page, table of contents, and headings to organize the portfolio.

Unit 3: Meeting Challenges

Time: 33 hours

Unit Description

The unit begins with a study of the "outer world": media and the workplace. Students assess how their view of the world is formed by media and are challenged to develop critical interpretation skills honouring their Catholic values. Values, such as equality of all persons, sharing our wealth, and non-violence, are discussed as students explore the challenges of the workplace. As students are exposed to tasks and issues confronted by employees, they focus on teamwork in the workplace and business writing forms. Students' personal goals, self-knowledge, and new awareness of the work world are used in the summative activity: a self-promotion package.

Unit 3 Overview Chart

Act.	Expectations	Assessment	Focus
3.1	MDV.01, MD1.02, MD1.05; CGE2b, 2e, 7g	K/U; C	Media: Establish the prevalence of media products through surveys of student habits (frequency, types of use). Use knowledge of the concepts of media literacy to analyse different examples of media. Comparing several media forms and organizing the analysis in charts.
3.2	MDV.01, MDV.02, MD1.03, MD2.02; CGE3b, 3e	K/U; C; T/I	Film Techniques: Teach the technical aspects of film (e.g., editing, camera angles, lighting). Show samples of commercials, workplace training videos, or TV programs. Students draw a storyboard of their own commercial for workplace safety, demonstrating understanding of filling the frame, close-up, mid shot, and long shot.
3.3	MDV.01, MDV.02, MD1.01, MD2.01, WRV.02, WR2.01, WR2.02; CGE2c	K/U; A	Newspaper: Teach elements of the newspaper and review in terms of design (dateline, cutline, font, white space) and content (classified advertising, news, features, editorials). Students write their own display ads, focusing on workplace issues, workplace accommodations, moral issues, and/or community events. Special attention is given to the classified ads, business section, trends, and consumer information.
3.4	MDV.01, MDV.02, MD1.01, MD1.03, MD1.04, MD1.06, MD2.02; CGE2b, 2e, 3c	T/I; C; A; K/U	Magazines: Students analyse a magazine of their choice for the message, purpose, and audience. The analysis can be presented to the class through oral presentation with display boards.
3.5	LSV.01, LSV.02, LS1.01, LS2.01, LSV.03, LS3.04; CGE5a, 5f	T/I; K/U	Business Writing Forms: Establish business writing as a category of informational texts with specific formats, purposes, and audiences. Collect various examples of business writing and have students work in pairs to analyse the forms and their characteristics, purposes, and intended audiences. This information can be shared with the larger group to complete a chart. Students write a test.

3.6	WRV.01, WRV.02, WRV.03, WRV.05, WR1.02, WR1.04, WR2.03, WR3.01, WR5.04, LAV.02, LA2.03, LA2.05; CGE2a, 2d, 4f, 4g	T/I; A; C; K/U	Job Exploration: Letter Writing and Interview - Students request an informational interview with someone from the work world and the class brainstorms questions. Students write letters of confirmation and include potential interview questions. Students submit a taped or written record of the interview for assessment. Students write thank-you notes summarizing what they learned from the interview. Students reflect on the "hard" and "soft" skills they witnessed as necessary for the workplace they visited. Students conduct a self-assessment of strengths and weaknesses. They practise oral communication skills by presenting, each other's strengths and plans for improvement. They summarize their employment information on a résumé template.
3.7	WRV.01, WRV.02, WRV.05, WR1.01, WR2.01, WR2.02, WR5.04, LAV.01, LA1.03, MDV.02, MD2.01; CGE4c, 5b, 5d, 5h	K/U; T/I; A; C	Summative Activity: Review how to read and interpret classified ads (Activity 3.3) and use community resources for job information (employment centres, libraries, websites, etc.). Students select job openings that are appropriate and interesting (according to the interests, values, and marketable skills). Students create self-promotion packages including application form, letter of application, résumé, and videotaped mock interview indicating an identification of goals for further development and awareness of the concept of "vocation." This summative project is assessed for content and form.

Unit 4: Attaining Goals

Time: 20 hours

Unit Description

This unit takes students from the previous unit of meeting challenges to attaining goals in the life/job ahead. It is assumed that students have considered vocations that fit them (as in the Grade 10 Career Education course) and are now prepared to focus on the writing, reading, and speaking skills connected to those vocations. For instance, students complete various forms connected to work and life and will learn new terms to add to their glossaries. Using the strategy of collaborative learning, students acknowledge each other's strengths and grow in tolerance of each other's weaknesses while recognizing how strategies involved in conflict resolution can be used in the workplace. As outlined in the Ontario Catholic School Graduate Expectations, collaborative contributors achieve integrity and apply skills for employability relative to Christian vocation (CGE5). In the summative assessment of this unit, students, in groups, create a how-to video on the "do's and don'ts" of communication and behaviour in the workplace.

Unit 4 Overview Chart

Act.	Expectations	Assessment	Focus
4.1	WRV.05, WR1.02, WR1.04, WR2.03, LAV.01, LA1.04, LA1.03; CGE2b	C; T/I	Forms in the Workplace: Prepare students for writing for work/life by having them complete forms (e.g., SIN, tax deduction, employee's compensation, maternity/paternity leave, personnel record, banking, co-op placement, credit card, contracts, government grants). Students develop understanding of jargon related to various workplaces and add these technical terms to their glossary.
4.2	LAV.01, LA2.02, LSV.01, LS1.02; CGE2a, 3d, 4a	C; T/I	Moral Issues in the Workplace: Discuss, as a class and in groups, moral issues related to work as well as students' rights and responsibilities in light of ethics taught from a Christian perspective. Have students read a variety of material and discuss questions about attaining maturity and an awareness and sensitivity to areas of bias, as well as confronting moral issues.
4.3	LAV.01, LA1.01, LS3.01, LSV.01, LSV.02, LSV.03, LS1.01; CGE2b	A	Reading in the Workplace: Prepare students for reading for work/life by having them explore manuals, trade publications, pay stubs, requisitions, and websites created by industries. Students identify and chart characteristics of the plain language style used in the writing samples: clear, accurate, complete, accessible, concise, and grammatically correct.
4.4	LAV.01, LAV.02, LA2.05; CGE2c	A; C	Oral Communication in the Workplace: Students role-play taking/receiving phone messages, handling complaints, and confronting ethical issues. Emphasize listening and speaking skills. Students compare their oral skills with those required at work and create a plan to address identified needs. This could be done through role-playing various positions.
4.5	WRV.02, WRV.03, WRV.04, WRV.05, WR1.01, WR1.04, WR2.01, WR2.02, WR5.02; CGE2b	A; C	Writing in the Workplace Activity: Assign types of writing required at work (e.g., e-mail, timelines, response to inquiry, accident report, outline, sequence of events, and letter of complaint). Create fictitious workplace scenarios and assign a specific writing task that reflects the type of writing needed (e.g., a co-worker fell down the steps at work; complete an accident report form). After the teacher has assessed the writing, students and teacher conference and discuss how students can improve their writing for the workplace.

4.6	WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, WR1.01, WR3.02, WR4.03, WR5.01, WR5.03, WR5.05, LAV.01	A; C	Language in the Workplace: Discuss how to read and respond to body language. Teach students business report structure. Have students write short research reports, which cite sources on language in the workplace (e.g., jargon, computer terms, body language, formal vs. informal language, slang). Students can examine the technical language of insurance, the jargon of a waitress, and the messages delivered by body language in a job interview. Students can conduct primary research (e.g., question the interviewee of Unit 3 or a guest speaker about language in the workplace, spend time in a workplace) and note the language of business.
4.7	LAV.01, LAV.02, LA1.02, MDV.01, MD1.01; CGE3c	A; T/I	Conflict Resolution in the Workplace: Analyse examples from film of the protocol for manners at work/life and how word choice (connotation and denotation) can be altered to suit audience and purpose (e.g., identify words likely to intensify a conflict and suggest alternatives). Students can see how body and verbal language can lead to violence. Conflict resolution strategies, harassment policies, and equity issues are prominent in this analysis. Stress critical listening skills and appropriate grammar and word choice.
4.8	MDV.01, MD1.02, MD2.02, LS3.04; CGE5h	A; T/I	Advertisements in the Workplace: Have students create display advertisements, for a workplace-related magazine, of an appropriate product of their choice, considering how to attract audience, create interest, provoke desire, and cause action as well as fonts, design, use of white space, images, and colour.
4.9	MDV.02, MD2.01, LAV.01, LAV.02, LA2.04; CGE5a	C; A; T/I; K/U	Summative Activity: Groups resolve conflicts and arrive at consensus to create how-to videos on the "do's and don'ts" of communication and behaviour in the workplace (e.g., receiving a phone message and using body language to convey a message). Focus can be on cause and effect. The project is evaluated for content, organization, timing, pace, voice projection, gestures, and body language.

Unit 5: Reflecting on the Journey and Setting New Directions

Time: 10 hours

Unit Description

The final unit consolidates the knowledge and skills developed throughout the course as students end their journey here and prepare for the next stage of their journey in English Grade 12 Workplace Preparation. In the course's culminating activity, students create an ideal career/life plan. They individually design and present the ideal workplace after researching job sites, interviewing community members, and charting what they have learned in the course. The goal of the course is to have students develop their God-given potential and make meaningful contributions to society (CGE5c).

Unit 5 Overview Chart

Act.	Expectations	Assessment	Focus
5.1	LAV.02, LA2.02, WRV.03, WR1.02; CGE5a	K/U; C	Job Sites Report: Students are encouraged to reflect on what they have learned about the workplace and themselves and envision their ideal job/life. Students begin in groups, charting a report on what they learned about various job sites in Units 1-4, previous experiences, Take Our Kids to Work Day, Internet, family members, guest speakers, etc. They discuss and share reports.
5.2	LAV.01, LAV.02, LA1.04, LA2.02, LA2.03, MDV.02, MD2.01; CGE1g, 2a, 5b	A; C	Interview of a Mentor: Review conducting an informational interview from Unit 3 and have students plan and record several questions in preparation for interviewing a mentor from the workplace on their career/life plan. Brainstorm appropriate questions with students: What is the meaning and purpose of work? How did you choose your career? What advice do you have for me? What is your ideal job? How do you live out your call? The interview is recorded on cassette or videotape for teacher evaluation
5.3	WRV.01 WRV.05, WR3.02, WR5.04, LAV.01, LA1.04; CGE2c	T/I	Summary/Explanation: Review, with students, how to write a summary/explanation of what they have learned from the interview and have them edit and publish the summary/ explanation.
5.4	LSV.01, LS1.02	K/U; T/I	Literature: Answer questions and read literature about reflection, celebration, accomplishment, and/or new directions. Students relate these issues to their own lives through journal entries.
5.5	WRV.01, WRV.05, WR1.04, WR5.02, WR5.03, MDV.02, MD2.01, LAV.01, LAV.02, LA2.04, LA2.05, LS1.01; CGE2c, 3e, 4e, 4f, 4g	T/I; A; C; K/U	Culminating Activity: Students are encouraged to imagine a job they would love to have. This final activity is a carousel, one-on-one activity of each student's dream workplace. It includes an oral explanation of why it is ideal, what must be done to attain it, and how they plan to continue the journey (e.g., future workplace which nurtures them as Christians). Students write a report that reflects their values, abilities, and aspirations influencing their choices and opportunities. This activity is presented to the class using one other media of students' choice (e.g., collage, video, brochure, flyer, report, storyboard, comic, radio news report, television tabloid, photo album, or scrapbook). Students should include quotations from and references to relevant course work.

Course Notes

- This course may be taught in conjunction with co-op placements in which case the activities can relate to students' experiences; for instance, students can job shadow (see 3.1.3 and 1.2 of *Cooperative Education and Other Forms of Experiential Learning, Ontario Secondary Schools Grades 9 to 12, 1999*).
- The teacher is a guide, assisting students to develop their own pictures of themselves.
- Grammar, punctuation, spelling, and vocabulary are taught and reinforced throughout the course.
- The teacher must ensure that appropriate public viewing licences are obtained prior to showing media.
- Students must be instructed on ethical use of the Internet for the job search.
- Literature should be high interest, relevant, and chosen from Canadian and global texts.
- This course makes use of the community resources (e.g., mentors, speakers, libraries, and employment centres).
- Computers, if accessible, would be beneficial.
- Students keep a vocabulary glossary of new words and terms learned throughout the course.
- Students keep response journals for Units 1 and 2, with emphasis on enjoyment, analysis, and comprehension.
- Students use all stages of the writing process (including self- and peer evaluation and conferences).

Teaching/Learning Strategies

- Accommodations are made, where appropriate, based on individual learning styles.
- Cooperative learning strategies are used (e.g., jigsaw and think/pair/share).
- Teachers lead students to be wary of bias, inaccuracies, and stereotypes in media (particularly on the Internet).
- Daily discussions relate to challenges in the world, work preparation, and issues raised in literature.
- Students participate in class, choral, and dramatic readings.
- Teachers use lessons on grammar and style with an emphasis on preparation for the workplace.
- Lessons can be structured to emphasize employability skills (e.g., conflict resolution, collaboration).

Assessment & Evaluation of Student Achievement

- Authentic assessment strategies promote improved student achievement of provincial curriculum expectations and also the expectations for the Ontario Catholic School Graduate.
- This course follows the direction outlined in *Ontario Secondary Schools, 1999* and *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.*
- Portfolios gather evidence of student achievement of the expectations and promote students' ability to assess their own learning and to set goals.
- For the diagnostic assessment, standardized tools like Gates-McGintie and the Academy of Reading may be used.
- Teachers and students may consult with a resource teacher after a diagnostic assessment of learning styles in order to set goals consistent with the IEP, AEP, and students' report card responses.
- Teachers create checklists, rubrics, anecdotal records, and other assessment tools to meet students' needs and communicate them clearly and regularly to students.
- Assessment should address how and what students learn and should be appropriate for the learning activities and needs of students.
- Evaluation must be based on the categories and descriptors in the Achievement Chart.
- Assessment strategies must accommodate the needs of exceptional students, consistent with the strategies in their IEPs and AEPs.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Accommodations

Teachers should be aware of students who require adaptation to the mandated expectations for this course. *Ontario Secondary Schools* (p. 24) allows teachers to adapt the learning expectations for exceptional students in order to support the contents of the student's IEP. This applies also to students who have not been identified as exceptional but are receiving Special Education programs and services.

- The teacher must be aware of accommodations outlined in students' IEPs.
- Educational Assistants and mentors can be used to read or scribe information for students with special needs (audio cassettes of the literature would also help).
- Activities can be altered to meet students' needs, interests, and/or strengths. Activities should be broken down and varied to help students concentrate and maintain interest.
- Students who were unsuccessful in the Grade 10 literacy test can create, with the teacher, a plan of action to help them pass it. The plan may be used as an assessment tool in this course.
- Timing of units can be flexible, allowing activities to be extended or shortened to reflect students' needs, interests, and/or remediation (see Possible Enrichment Activities).
- Students may require additional support for sharing their work in class or be allowed to present one-on-one to the teacher.
- Students could be grouped to reflect a variety of interests and abilities.
- Editing equipment could create more polished products for students who need a greater challenge.
- Assessment activities can be modified as needed (e.g., allowing extra time, providing a scribe, reading aloud, reducing the number of questions, and/or rephrasing questions).
- One-on-one conferencing with teacher or peer can clarify the work.
- Creativity and flexibility in the activities and the media are needed.
- Both auditory and visual directions should be used.
- Planners, organizers, student agendas, and charts are helpful.

Possible Enrichment Activities

- Business writing activity: students could write a résumé for one of the characters studied.
- Analysis of literary forms: students could write expository paragraphs on the issues addressed.
- Drama activity: students could create a script on a theme or social issue and perform it.
- Activity 3.6: students could participate in job shadowing.

Resources

Teacher Resources

Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools. Ontario Ministry of Education, 2000. (Units 3-5)

Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: University Press, 1996. ISBN 0-521-40179 8 (Unit 4)

Ministry of Education. *Curriculum Planner, 1998.*

Misener and Butler. *Exploring Your Horizons: Career Development Guide.* (Units 3-5)

Misener and Butler. *Exploring your Horizons: Career & Personal Planning.* (Units 3-5)

Scanning Television: Videos for Media Literacy in Class. Harcourt Brace, 1997. VHS 0-7747-0191-9 (Units 2-4)

"Teaching/Learning Strategies: Teacher Guides." *Ministry of Education Curriculum Planner, 1998.*

The New Jerusalem Bible. New York: Doubleday, 1968. ISBN 0-385-01189

Student Resources

Archer, Lynn, Cathy Costello and Debbie Harvey. *Reading and Writing for Success.* Mississauga: Harcourt Brace, 1999. ISBN 0-7747-0197-8

Barry, James, Sharon Siamon, Glen Huser, Christine McClymont, and Bernice Wood. *Mini-Anthologies*—series. Scarborough: Nelson Canada, 1993-5. (Unit 2)

Bell, William. *Forbidden City*. Toronto: Stoddart, 1996. ISBN 0773673911. (Unit 1)

Bolles, Richard. *What Colour is Your Parachute?* Berkeley: Ten Speed Press, 1998.

Canada Prospects: Canada's Guide to Career Planning. Human Resources Development Canada.

Carpenter, Donna. *Images and Issues*. Don Mills: Addison-Wesley, 1989. ISBN 0-201-19207-1

Covey, Sean. *The Seven Habits of Highly Effective People: The Ultimate Teenage Success Guide.* Simon and Schuster, 1998. ISBN 0-6848-5609-3

Decker, Howard. *Newspaper Workshop*. Canada Globe, 1992. ISBN 0-8706-53407 (Unit 3)

Duncan, Barry, Janine D'Ippolito, Cam Macpherson, and Carolyn Wilson. *Mass Media and Popular Culture*. Toronto: Harcourt, 1993. ISBN 0-7747-1427-1 (Units 3-4)

Hannan, Ed, E. Hannan, G. Quigley, and R. Wintrob. *Media in Perspective*. Toronto: Harcourt, 1993. ISBN 0-7747-1427-1 (Units 3-4)

Hilker, Douglas, B. Duncan, S. Harper, and A. Mozarowski. *Transitions: Fiction, Poetry, and Non-Fiction*. Toronto: Harcourt, 1995. ISBN 0-7747-0151X (Unit 2)

Holmes, Elizabeth A., A.C.L. Holmes, and J.T. Shuman. *Communicating Skills for the World of Work.* Toronto: John Wiley and Sons Canada, 1981. ISBN 0-471-79957-2 (Units 2-5)

Knox, Carolyn W. *English for the World of Work.* Minnesota: American Guidance Service, 1997. ISBN 0-7854-0860-S (Units 3-5)

Markel, Mike. *Technical Communication*. Toronto: Nelson, 1996. ISBN 0-17-605579-7 (Units 3-5)

McKay, Sharon E. *Charlie Wilcox*. Toronto: Stoddart (Irwin), 2000. ISBN 0-7737-6093-8 (Unit 1)

McNicoll, Sylvia. *Facing the Enemy*. Scarborough: Nelson, 1992. ISBN 0-17-603064-6 (Unit 1)

Scanning Television: Videos for Media Literacy in Class. Harcourt Brace, 1997. VHS 0-7747-0191-9

Sebranek, Patrick, D. Kemper, and V. Meyer. *Write Source*. Scarborough: Nelson, 1999. ISBN 0-17-618700-6

The New Jerusalem Bible. New York: Doubleday, 1968. ISBN 0-385-01189

Zindel, Paul. *The Effect of Gamma Rays on Man-in-the-Moon Marigolds: A Drama in Two Acts.* Toronto: Bantam, 1970. ISBN 0553280287b (Unit 2)

Websites

Note: The URLs for the websites have been verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Hot Jobs – www.hotjobs.ca

The Globe and Mail – http://theglobeandmail.com (click on careers)

Youth Resource Network of Canada – http://www.youth.gc.ca

Skills Canada – http://www.skillswork.ca

The Career Key – www.ncsu.edu/careerkey

Canada's On-line Career Management Portal – www.monster.ca

Human Resources Development Canada – www.hrdc-drhc.gc.ca

Canadian Centre for Occupational Health and Safety – www.ccohs/oshanswers/information/govt.html

Community Resources

Employment Centres, employability consultants, librarians

OSS Considerations

This course has been designed in accordance with the policies outlined in *The Ontario Curriculum, Grades 11 and 12, English, 2000; Choices Into Action;* and *The Ontario Curriculum, Program Planning and Assessment, 1999.*

Ontario Ministry of Education and Training. *Anti-racism and Ethnocultural Equity in School Boards:. Guidelines for Policy Development and Implementation, 1993.*

Ontario Ministry of Education and Training. *Bridges to Employment for Students with Disabilities: A Resource Guide for School-to-Work Transition Programs, 1988.*

Ontario Ministry of Education and Training. *Changing Perspectives: A Resource Guide for Antiracist and Ethnocultural Equity Education, 1992.*

Ontario Ministry of Education and Training. *Computers across the Curriculum: JK to OAC*. Toronto: Queen's Printer, 1993.

Ontario Ministry of Education. *Cooperative Education and Other Forms of Experimental Learning, Policies and Procedures for Ontario Secondary Schools, 2000.*

Ontario Ministry of Education and Training. *Engendering Equity: Transforming Curriculum.* Toronto: Queen's Printer, 1995.

Ontario Ministry of Education and Training. *Handbook for Teachers of Students with Learning Disabilities*. Toronto: Queen's Printer, 1995.

Ontario Ministry of Education and Training. *Individual Education Plan (IEP): A Resource Guide*. Toronto: Queen's Printer, 1998.

Ontario Ministry of Education and Training. *Safe Schools: Ideas Book for Students*. Toronto: Queen's Printer, 1994.

Ontario Ministry of Education and Training. *Stepping Up! Ontario's New Standards for High Schools.* Toronto: Queen's Printer, 1980.

Ontario Ministry of Education. *The Ontario Curriculum, Grades 9 to 12, English as a Second Language and English Literacy Development*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *Violence-Free Schools Policy*. Toronto: Queen's Printer, 1994.

Coded Expectations, English, Grade 11, Workplace Preparation, ENG3E

Literature Studies and Reading

Overall Expectations

LSV.01 · read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on identifying and explaining information, ideas, and issues;

LSV.02 · demonstrate an understanding of the elements of a variety of forms of fiction, non-fiction, drama, poetry, and informational material;

LSV.03 · identify elements of style in a variety of informational and literary texts, focusing on how the elements contribute to clear and accurate communication.

Specific Expectations

Understanding the Meaning of Texts

LS1.01 – use knowledge of the elements and organizational patterns of informational texts to understand information from print and electronic sources, including charts and graphs (e.g., follow a developing story in a newspaper for personal interest; relate information contained in charts and graphs to the body of the text; read trade publications to report to the class about the literacy and social skills required in various occupations);

LS1.02 – use knowledge of the elements of fiction, non-fiction, drama, and poetry to understand and explore relevant social themes and issues in literary texts (e.g., examine roles of similar characters in a selection of Canadian literature; assess the impact of technology as presented in science-fiction short stories; read a novel for enjoyment and report on their reactions);

LS1.03 – identify and explain ideas, issues, and information in texts (e.g., identify key characters and events in a novel and explain how they are used to develop the theme; identify characteristics needed for success from reading a newspaper or magazine profile of a successful person; read about employment trends and describe the implications for career planning);

LS1.04 – describe a variety of reading strategies and use them to understand specific texts, with an emphasis on previewing table of contents, headings, illustrations, photographs, captions, and charts; forming questions about difficult sections of text; and using graphic organizers to record information;

LS1.05 – compare their own ideas, values, and perspectives with those expressed or implied in a text (e.g., role-play their own response to a crisis depicted in fiction and compare it with the actions of a character in the work);

LS1.06 – describe the influence of the personal and social values and perspectives of authors and readers on texts and interpretations of texts (e.g., explain how the word choice in an article or report reflects the author's attitude towards the topic; account for different interpretations by different readers of stories about such issues as human rights, sexism, genocide, or conservation).

Understanding the Forms of Texts

LS2.01 – describe how elements of specific forms influence meaning in informational texts (e.g., describe how images, copy, charts and graphs, and page layout contribute to the theme in a magazine article; explain the different functions of paragraphs in a report and a short article);

LS2.02 – describe how elements of specific forms influence meaning in literary texts (e.g., discuss how the use of chronological order or flashbacks in fiction contributes to the story; describe the effects of an author's description of a character in a novel).

Understanding the Elements of Style

LS3.01 – describe the different types of language used to convey information and express opinions and emotions in a variety of texts (e.g., explain the use of transitional words and phrases to clarify the argument in an opinion piece; examine reports and manuals to identify characteristics of a plain-language style; discuss the way language is used to convey a mood in a short story);

LS3.02 – describe the rhetorical and literary devices, such as parallel structure, hyperbole, imagery, and symbol, used in informational and literary texts, and explain how the devices clarify and enhance the meaning and impact of the works (e.g., discuss the importance of parallel structure in a series of instructions; explain how one image effectively captures the theme of a poem);

LS3.03 – describe the effect of authors' choices of language and stylistic devices on the reader by examining their own and others' interpretations of the style of texts;

LS3.04 – explain how authors and editors use design elements to organize content and communicate ideas (e.g., explain the function of columns, boxes, and diagrams in newspapers and magazines; assess the usefulness of visual elements such as borders, shading, italics, bullets, and numbered lists in reports; assess the readability and attractiveness of brochures from various sources).

Writing

Overall Expectations

WRV.01 · use a variety of print and electronic sources to gather information and develop ideas for personal, school-related, and workplace-related writing;

WRV.02 · identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing;

WRV.03 · use organizational structures and patterns to produce coherent written work;

WRV.04 · revise their written work, collaboratively and independently, with a focus on accuracy of information and clear expression;

WRV.05 · edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01 – investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather data from print and electronic sources (e.g., search library resources to select, broaden, or narrow a topic; consult an on-line catalogue to get product information or send an e-mail message to request information; create a timeline in order to complete a project effectively and meet a deadline);

WR1.02 – classify and organize information to suit specific forms and purposes for writing (e.g., highlight the most relevant details in a brainstormed list and group them for a report; place events in an appropriate sequence for a report on a process);

WR1.03 – analyse information gathered from a variety of print and electronic sources to determine whether the information is sufficient, relevant, and suitable to the form and purpose for writing;

WR1.04 – use information and ideas from prior knowledge, personal experience, and research to develop content for personal and workplace-related writing (e.g., use knowledge about a product or service to plan a letter of complaint; compare information from different sources about summer jobs to plan a résumé).

Choosing the Form to Suit the Purpose and Audience

WR2.01 – select and use an appropriate form to produce written work for a specific audience and a specific purpose (e.g., create instructions on how to program a VCR for customers with a limited knowledge of electronics; write a short narrative report for a supervisor outlining the sequence of events in a workplace incident; write a letter of complaint about a defective product, identifying the problem and proposing a solution);

WR2.02 – use literary and informational texts as models of writing for specific purposes and audiences;

WR2.03 – select the appropriate person and level of language for a specific form, purpose, and audience (e.g., use the first person to state and support an opinion; use precise, specialized language to write a set of instructions; use the impersonal third person consistently to compare information from two texts).

Organizing Ideas and Information in Written Work

WR3.01 – select and use appropriate organizational patterns in written communications (e.g., organize a prose narrative chronologically using new paragraphs to indicate significant changes in time, setting, or speaker; use categorization and examples to organize an oral presentation on employment skills);

WR3.02 – apply knowledge of report structure to organize written reports, using:

- ❑ an introduction that clearly identifies the topic or poses an inquiry question;
- ❑ a body that presents information and data in point form or connected paragraphs, supported by examples, graphics, or charts;
- ❑ a conclusion that presents a summary or recommendation;

WR3.03 – use organizational patterns such as cause and effect and problem-solution to present information and ideas in short reports (e.g., use a cause-and-effect pattern and labelled diagrams in a report explaining how to use a computer application).

Revising Drafts

WR4.01 – revise drafts to strengthen content and improve organization by adding details, deleting irrelevant information, and reordering to clarify the content or sequence or connect ideas (e.g., add stage directions in a script to clarify characterization and manner of delivery; revise a set of instructions by presenting key steps in correct sequence);

WR4.02 – revise drafts to improve freshness, accuracy, and clarity of expression (e.g., use feedback from a peer conference to rewrite a trite or clichéd ending to a story; use a dictionary and thesaurus to substitute appropriate for incorrectly used words; examine writing for use of inclusive and anti-discriminatory language);

WR4.03 – revise drafts to integrate researched information, ideas, and quotations in an ethical manner (e.g., provide a context for quoted materials; use transition words and phrases to link information from different sources).

Editing, Proofreading, and Publishing

WR5.01 – cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology;

WR5.02 – produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., select the most effective fonts, typefaces, and type sizes to publish announcements; format a résumé and letter of application for a summer job; adapt an electronic template to create a greeting card or letterhead);

WR5.03 – compare their current writing skills with those required in a variety of workplace situations and occupations and identify goals for improvement;

WR5.04 – edit and proofread their own and others' writing, identifying, and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

- ❑ Grammar and Usage: use parts of speech correctly, including nouns, pronouns, verbs, adverbs, adjectives, conjunctions, and prepositions (e.g., use personal pronouns in the proper case in compound subjects and objects);
- ❑ Grammar and Usage: communicate clearly using a variety of correct sentences incorporating subject, verb, object, subjective completion, and prepositional phrases;
- ❑ Grammar and Usage: communicate clearly and logically using a variety of correct compound and complex sentences that incorporate principal and subordinate clauses (e.g., use coordination to draw equal attention to two or more ideas; place major ideas in principal clauses and minor ideas in subordinate clauses or phrases);
- ❑ Grammar and Usage: identify and correct errors in sentence structure, verb tense consistency, and subject-verb agreement in narrative and expository writing;
- ❑ Spelling: demonstrate an understanding of a variety of spelling patterns, rules, and strategies by analysing and correcting spelling errors (e.g., recognize the basic patterns of Canadian, British, and American spelling; apply knowledge of rules and patterns when adding a suffix to words ending in y or silent e);
- ❑ Spelling: use homophones and commonly confused words correctly (e.g., learn spelling and use of *coarse/course, lead/led, passed/past, stationary/stationery, fewer/less, farther/further*);
- ❑ Spelling: use apostrophes correctly in contractions and possessives (i.e., know *when* and *when not* to use an apostrophe);
- ❑ Spelling: use a variety of print and electronic resources to flag possible errors and improve spelling (e.g., recognize the limitations of electronic spell checkers; use dictionaries when in doubt about spelling);
- ❑ Punctuation: use punctuation correctly, including the period, question mark, exclamation mark, comma, dash, and colon, as well as quotation marks, parentheses, and ellipses (e.g., use a dash to indicate a dramatic shift in tone or thought; use a colon after the salutation of a business letter and to indicate that a list or explanation will follow).

Language

Overall Expectations

LAV.01 · use knowledge of vocabulary and language conventions to read, write, and speak competently, with a focus on identifying and selecting appropriate diction and syntax in personal, creative, and workplace-related communications;

LAV.02 · use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using specialized language appropriately in oral reports, role-playing, and other presentations.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LA1.01 – apply a variety of strategies to extend vocabulary through reading, with an emphasis on recognizing synonyms, antonyms, homophones, and homonyms (e.g., keep a personal list of significant new words and phrases encountered in texts; refer to a dictionary and a thesaurus for alternative word choices to those in a magazine article; recognize how words encountered in a trade or professional publication are formed from prefixes, suffixes, and roots);

LA1.02 – explain the impact and consequences of using different types of words and expressions in a variety of personal and social contexts (e.g., write a scene that illustrates how language affects personal relationships; research the persuasive use of language in advertisements; identify words or phrases likely to intensify a conflict and suggest alternative language to help resolve the situation);

LA1.03 – identify and use specialized vocabulary and language appropriate to workplace situations, with a focus on clear and accurate expression (e.g., read a manual and make a list of specific words used to describe equipment, parts, tools, or procedures);

LA1.04 – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., refer to recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

LA2.01 – communicate orally in large and small groups for a variety of purposes, with a focus on following specific instructions; listening for main ideas and supporting details; clarifying and extending the ideas of others; and using specialized language appropriately;

LA2.02 – communicate orally in group discussions, applying such skills as the following: fulfilling roles as required; preparing for discussion; restating and paraphrasing information; asking questions to confirm understanding; contributing additional information; making notes to record information; summarizing the discussion; completing assigned tasks for the group; working towards consensus; and accepting group decisions when appropriate;

LA2.03 – use critical listening skills to understand the content of oral communications (e.g., listen for main ideas and supporting details; follow oral instructions accurately; ask questions to confirm understanding; write accurate summaries and messages);

LA2.04 – use techniques of effective oral communication, with a focus on clear organization, strong beginnings and endings, and the use of timing, pace, voice projection, gestures, body language, visual aids, and technology;

LA2.05 – compare their current oral communication knowledge and skills with those required in a variety of workplace settings and create a plan to address identified needs.

Media Studies

Overall Expectations

MDV.01 · use knowledge of media forms, representations, audiences, and industry practices to analyse a variety of media works;

MDV.02 · demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, collaboratively and independently, based on ideas, themes, and issues examined in this course.

Specific Expectations

Analysing Media and Media Works

MD1.01 – demonstrate critical thinking skills by identifying explicit and implicit messages in media works (e.g., analyse the use of claims and appeals in a series of advertisements; identify the point of view in a documentary);

MD1.02 – describe the key elements of a variety of media forms (e.g., write a report describing the use of images, columns, colour, fonts, and text in several magazines; report orally on the use of narration and images in a documentary; compare the print and film versions ofa story);

MD1.03 – identify the techniques used in a variety of media works (e.g., discuss the use of images and editing in several films; identify the techniques used to alter images electronically in commercials);

MD1.04 – explain ways in which media works reflect, distort, or influence audience behaviour (e.g., compare the portrayal of teenage life on television with teenage life in the school and community; explain the impact on various segments of society of the portrayal of violence in the media);

MD1.05 – explain how and why different audiences interpret media works differently (e.g., survey peers and adults about their reactions to specific television programs and explain the results);

MD1.06 – describe the relationship between media works and media industry practices, including marketing and distribution methods (e.g., research and report on the use of product placement in films and television shows; research and report on the development, promotion, and sale of a new product).

Creating Media Works

MD2.01 – design or create media works based on ideas, themes, and issues examined in this course (e.g., communicate the same story in two or more media forms, such as a radio news report, a television tabloid report, and a storyboard, using available resources; design an instructional video for use in the home or workplace);

MD2.02 – use knowledge of the connections among form, purpose, audience, and production options to describe choices made in the design and production of media works (e.g., identify a production problem and discuss the solutions considered; present a media work and explain the design and production process).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;

CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;

CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;

CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;

CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)

CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;

CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;

CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;

CGE1i -integrates faith with life;

CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

CGE2a -listens actively and critically to understand and learn in light of gospel values;

CGE2b -reads, understands and uses written materials effectively;

CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d -writes and speaks fluently one or both of Canada's official languages;

CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b -creates, adapts, evaluates new ideas in light of the common good;

CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d -makes decisions in light of gospel values with an informed moral conscience;

CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good.

Unit 3: Meeting Challenges

Time: 33 hours

Unit Description

The unit begins with a study of the "outer world": media and the workplace. Students assess how their view of the world and workplace is formed by media and are challenged to develop critical interpretation skills honouring their Catholic values. Values, such as equality of all persons, sharing our wealth, and non-violence, are discussed as students explore the challenges (both issues and tasks) of the workplace. As students are exposed to tasks and issues confronted by employees, they focus on teamwork in the workplace and business writing forms. Students' personal goals, self-knowledge, and new awareness of the work world are used in the summative activity: a self-promotion package.

Unit 3 Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
3.1: Media	3 hours	MDV.01, MD1.02, MD1.05 CGE2b, 2e, 7g	K/U; C	Discussions, charts, and surveys Glossary updated
3.2: Film Techniques	4 hours	MDV.01, MDV.02, MD1.03, MD2.02 CGE3b, 3e	K/U; T/I; C	Storyboard Active viewing of film
3.3: Newspaper	4 hours	MDV.01, MDV.02, MD1.01, MD2.01, WRV.02, WR2.01, WR2.02; CGE2c	K/U; A	Study of newspapers, particularly ads, articles, and editorials
3.4: Magazine Analysis	3-5 hours	MDV.01, MDV.02, MD1.01, MD1.03, MD1.04, MD1.06, MD2.02; CGE2b, 2e, 3c	K/U; T/I; C; A	Discussion Magazine analysis Oral presentation
3.5: Business Writing Forms	2 hours	LSV.01, LSV.02, LSV.03, LS1.01, LS2.01, LS3.04; CGE5a, 5f	K/U; T/I	Analysis of reports, letters, résumés, memos, electronic mail, Internet, etc.
3.6: Job Exploration	8-9 hours	WRV.01, WRV.02, WRV.03, WRV.05, WR1.02, WR1.04, WR2.03, WR3.01, WR5.04, LAV.02, LA2.03, LA2.05; CGE2a, 2d, 4f, 4	K/U; T/I; C; A	Interview Confirmation letter Thank-you note Skills and attitudes chart "Partner Presentation" of skills and attitudes Résumé planner/ template
3.7: Employment Exploration Package	7-8 hours	WRV.01, WRV.02, WRV.05, WR1.01, WR2.01, WR2.02, WR5.04, LAV.01, LA1.03, MDV.02, MD2.01; CGE4c, 5b, 5d, 5h	K/U; T/I; C; A	Chart of strengths, areas needing improvement, interests, and values Research for jobs: classified ads, employment centres, etc. Application form, letter, and résumé Mock job interview

Activity 3.1: Media

Time: 180 minutes

Description

To begin this unit, Catholic values, such as equality of all persons, sharing our wealth with others, non-violence, and celebration of the human body versus exploitation of it, can be reviewed in class. This discussion can provide the background for the entire unit, which focuses on media, teamwork, and business. Students discuss several media forms and analyse the use of media. They use the concepts of media literacy to analyse different examples of media. Discussions centre on how work environment, work responsibilities, and personal lives outside of work are reflected through various media forms set in the workplace (e.g., how the media drive the perception of work, choice of careers, and the workplace).

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
CGE7g - respects and understand the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Media Studies

Overall Expectations

MDV.01 - use knowledge of media forms, representations, audiences, and industry practices to analyse a variety of media works.

Specific Expectations

MD1.02 - describe the key elements of a variety of media forms;
MD1.04 - explain ways in which media works reflect, distort, or influence audience behaviour (e.g., compare the portrayal of teenage life on television with teenage life in the school and community; explain the impact on various segments of society of the portrayal of violence in the media);
MD1.05 - explain how and why different audiences interpret media works differently.

Prior Knowledge & Skills

- Students have met the expectations of English, Grade 10 Applied.
- Students have examined the Internet in other courses, such as Career Education and Technology, and have been instructed on its' ethical use. A diagnostic tool could assess this knowledge.

Planning Notes

- Gather samples of magazines, newspapers, film, and television programs focused on the workplace.
- Design survey on interests, use, and habits regarding media products.
- Preview films for appropriate content, if available.

Teaching/Learning Strategies

- As a class, brainstorm or web a list of Catholic values. Discuss how these values are or are not reflected in the media.
- Distribute a survey to gather information on students' interests, use, and habits regarding media products. Have students use the survey to gather information from other people (ethnicity, various age groups, etc.). Students report on and compare data.

- Show the film excerpts set in the workplace and lead a discussion on how work environment, work responsibilities, and personal lives outside of work are reflected (e.g., how the media drive the perception of work, choice of careers, and the workplace).
- Review concepts of media literacy, particularly that media production is a business, media products are value-laden, and the media construct reality. Have students work in collaborative groups to complete an analysis of several media forms (commercials, magazines, TV shows, newspaper, and Internet sites) and organize in chart form (Teaching/Learning Guide, *Curriculum Planner*). Students define the classifications, but one idea to consider is whether they support or challenge Catholic values.
- Encourage students to add new vocabulary to the personal glossaries they began in Unit 1.

Assessment & Evaluation of Student Achievement

- Teacher observation of discussion, glossary, and written work for formative assessment (Aligning, Assessment Guide, *Curriculum Planner*).

Accommodations

- Students requiring enrichment can analyse how North American culture is portrayed in various media by creating investigative reports as alien explorers to earth who use media forms as their sources for information about what it means to be human. They can focus on how work is portrayed and the importance placed on work.
- Some students may need one-on-one assistance to organize information in the chart.

Resources

Barry, James and Sharon Siamon. *Media Mix*. Toronto: Nelson Mini-anthology, 1994. ISBN 0-17-604398-5 (used in each of the activities)

Duncan, Barry, Janine D'Ippolito, Cam Macpherson, and Carolyn Wilson. *Mass Media and Popular Culture*. Toronto: Harcourt Brace. ISBN 0-7747-0170-6 (used in each of the activities)

Media Literacy Resource Guide, Intermediate and Senior Divisions: Teaching/Learning Guide and Assessment Guide. Ontario Ministry of Education: Queens Printer for Ontario, 1989. (updated on-line)

Media Television. City TV.

Ontario Ministry of Education. *Ministry of Education Curriculum Planner, 1998.*

Media forms: newspapers, magazines, Cable in the Classroom

Food TV – http:\\www.foodtv.com

A and E – http:\\www.aande.com

Activity 3.2: Film Techniques

Time: 240 minutes

Description

Students analyse the technical aspects of film. After viewing examples of industry videos and television programs, students compare the two types. Students draw a storyboard of their own message, training clip, or industry video clip commercial (e.g., focused on a workplace safety issue or workplace procedure). Emphasis is on the choices made in the design and production of the film.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;
CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience.

Strand(s): Media Studies

Overall Expectations

MDV.01 - use knowledge of media forms, representations, audiences, and industry practices to analyse a variety of media works;
MDV.02 - demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, collaboratively and independently, based on ideas, themes, and issues examined in this course.

Specific Expectations

MD1.03 - identify the techniques used in a variety of media works;
MD2.02 - use knowledge of the connections among form, purpose, audience, and production options to describe choices made in the design and production of media works.

Prior Knowledge & Skills

This activity builds on Activity 2.4, during which students viewed a film dealing with the journey theme.

Planning Notes

- Industry videos (safety, training, etc.) and television programs are gathered and previewed (e.g., use Cable in the Classroom, *Scanning Television*, or videos from Co-op Department or media centre).
- Create a handout outlining the technical aspects of film (e.g., editing, camera angles, and lighting).
- Gather examples of a storyboard from a textbook or Internet site and copies of magazines so students can cut out pictures for their storyboard.
- Other expectations partially covered include MD1.02, MD2.01, and CGE4f.

Teaching/Learning Strategies

- Show industry videos and discuss excerpts from television programs. Lead a discussion on the technical aspects of the films, using the terms defined in the handbook or textbook. Students note how the viewer's attention is held by the camera techniques and how style, music, speed, clothing, gestures, and messages are used. Encourage students to analyse the ways that camera angles, editing, lighting, etc. help form our own perceptions and how sometimes these created perceptions stand in opposition to our Catholic value system (e.g., some commercials use techniques to reduce women and men to physical objects). This activity is mostly teacher-directed (Lecture, Teaching/Learning Strategies, *Curriculum Planner*).

- Show sample storyboards and explain their format. Students, in pairs, create storyboards of their own message, training clip, or industry video clip commercial (e.g., focused on a workplace safety issue or workplace procedure). Students can share ideas as they incorporate new terminology (Story Mapping/Story Reading, Teaching/Learning Strategies, *Curriculum Planner*). While drawing the shots in their storyboards, students demonstrate their understanding of filling the frame and the ideas of a close-up, mid-shot, and long shot.

Assessment & Evaluation of Student Achievement

- Checklist for a storyboard can be given for formative assessment (Anecdotal Records, Checklist, Conferences, Assessment Guide, *Curriculum Planner*).
- Teacher observation and informal conferencing of students' class work are used for formative assessment (Observation, Assessment Guide, *Curriculum Planner*).

Accommodations

- For enrichment, students could make a video to explain the different techniques or they could film a commercial.
- Some students may need one-on-one assistance with the storyboard.
- Students may choose to use stick figures or magazine cutouts for their storyboard.

Resources

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Mississauga: Harcourt Books, 1999.

Carpenter, Donna. *Media Images and Issues*. Don Mills: Addison-Wesley, 1989. ISBN 0-201-19207-1

Media Television. City TV.

Scanning TV: Videos for Media Literacy in Class. Harcourt, 1997.

Storyboard – www.sotherden.com/video101/storyboard.htm

Activity 3.3: Newspaper

Time: 240 minutes

Description

This activity examines the newspaper as a media form with a focus on reading for life and preparing for the workplace. Students analyse the design and content of their local newspaper. Special attention is given to the classified advertisements, business section, trends, and consumer information. Students examine the format in relation to its audience and purpose. Students create their own display advertisements. Classified advertisements are examined again in the summative assessment (Activity 3.7).

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others.

Strand(s): Media Studies, Writing

Overall Expectations

MDV.01 - use knowledge of media forms, representations, audiences, and industry practices to analyse a variety of media works;
MDV.02 - demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, collaboratively and independently, based on ideas, themes, and issues examined in this course;
WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing.

Specific Expectations

MD1.01 - demonstrate critical thinking skills by identifying explicit and implicit messages in media works;
MD2.01 - design or create media works based on ideas, themes, and issues examined in this course;
WR2.01 - select and use an appropriate form to produce written work for a specific audience and a specific purpose;
WR2.02 - use literary and informational texts as models of writing for specific purposes and audiences.

Prior Knowledge & Skills

- Students have prior knowledge of the elements of the newspaper from other courses and build on it.
- This activity builds on Activity 2.3, during which students examined magazine and newspaper articles dealing with course themes.

Planning Notes

- Have copies of newspapers and magazines available. Possibly ask local newspapers for donations.
- Design a scavenger hunt that students can do independently using the newspaper. They find samples of and answer questions about classifieds, business section, trends, and consumer information. Students identify datelines, headlines, jumplines, cutlines, white space, font type and size, and use of colour.
- Create discussion questions about the format, design, audience, purpose, and content of the newspaper.
- Create questions for partners to answer about the format in relation to the newspaper's audience and purpose (e.g., To whom is the newspaper directed? How can you tell? What is the purpose of the placement of the ads?).
- Have samples of effective display ads available.
- If possible, book a computer lab and have appropriate software available so students can properly format their ads. Allow time in class to create the advertisement on the computer or by hand (e.g., cutting illustrations from magazines).
- **Note:** Activity 4.8 builds on this magazine analysis as students create their own display advertisements for the workplace.
- Other expectations partially covered include LAV.01 and LA1.02.

Teaching/Learning Strategies

- Show sample newspapers to the class. Teach/review newspaper terminology. Students individually complete the scavenger hunt to examine the newspaper's format, as well as the classified ads, business section, trends, and consumer information.
- As a class, discuss the format of the various items found in the newspaper, focusing on design (datelines, cutlines, font, white space, etc.) and content (classified and display advertising, news, features, editorials, etc.). (Inquiry Process, Teaching/Learning Guide, *Curriculum Planner*; Lecture, Teaching/Learning Guide, *Curriculum Planner*)

- In pairs, students analyse the format (ads, articles, editorials, etc.) in relation to the newspaper's audience and purpose (Inquiry Process, Teaching/Learning Guide, *Curriculum Planner*).
- Students can be shown examples of display advertisements and discuss what makes a good advertisement: it attracts the audience, creates desire for the product, and leads reader to think/act.
- Students can individually create their own ads, focusing on workplace issues, workplace accommodations, moral issues, and/or happenings in the community.

Assessment & Evaluation of Student Achievement

- Rubric can be given for the display advertisement for summative assessment (Rubric, Assessment Guide, *Curriculum Planner*).
- The teacher observes class work for formative assessment (Aligning Assessment with Curriculum Assessment Guide, *Curriculum Planner*).

Accommodations

- For enrichment, students may choose a current local and/or workplace issue and write a letter to the editor about it; students can compare newspaper and TV coverage of the same current event; or students can create a mock class newspaper containing various elements of a newspaper.
- Students with reading or writing challenges could focus on advertising and have one-on-one assistance creating their advertisement.

Resources

Carpenter, Donna. *Media Images and Issues*. Don Mills: Addison-Wesley, 1989. ISBN 0-201-19207-1

Decker, Howard. *Newspaper Workshop*. Canada: Globe, 1992. ISBN 0870653407

Duncan, Barry, Janine D'Ippolito, Cam Macpherson, and Carolyn Wilson. *Mass Media and Popular Culture*. Toronto: Harcourt Brace. ISBN 0-7747-0170-6 (This book goes with *Scanning TV*, a resource binder and video package.)

Hannon, Ed, Elspeth Hannan, Greeba Quigley, and Ralph Wintrob. *Media in Perspective*. Toronto: Harcourt, 1993. ISBN 0-7747-1427-1

Scanning TV: Videos for Media Literacy in Class. Harcourt, 1997.

Educational packages from the local newspaper

On-site computer expert for graphic design or text

Various newspapers

Activity 3.4: Magazine Analysis

Time: 180-300 minutes

Description

Through teacher-led discussion, students begin the magazine analysis by comparing and contrasting the format and design of magazines and newspapers. Students see that topic choices (sports, entertainment, news, and gossip) are dependent upon audience and purpose. The ultimate purpose of commercial media – to make money – is explored, with a focus on how advertising generates most of the revenue for production costs and profit. Students analyse the effectiveness of display ads at reaching the target audience – the consumer. Students compare their findings with non-profit publications. Students understand that the industry purpose/commercial message (to make money) stands in opposition to the Gospel message, which is built on social justice. Students complete a project analysing the purpose, format, audience, and message of a magazine of their choice, possibly relating to their workplace interests. This analysis can be presented to the class through an oral presentation with display boards.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands and uses written materials effectively;
CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

Strand(s): Media Studies

Overall Expectations

MDV.01 - use knowledge of media forms, representations, audiences, and industry practices to analyse a variety of media works;
MDV.02 - demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, collaboratively and independently, based on ideas, themes, and issues examined in this course.

Specific Expectations

MD1.01 - demonstrate critical thinking skills by identifying explicit and implicit messages in media works;
MD1.02 - describe the key elements of a variety of media forms (e.g., write a report describing the use of images, columns, colour, fonts, and text in several magazines; report orally on the use of narration and images in a documentary; compare the print and film versions of a story);
MD1.03 - identify the techniques used in a variety of media works;
MD1.04 - explain ways in which media works reflect, distort, or influence audience behaviour;
MD1.06 - describe the relationship between media works and media industry practices, including marketing and distribution methods;
MD2.02 - use knowledge of the connections among form, purpose, audience, and production options to describe choices made in the design and production of media works.

Prior Knowledge & Skills

- This activity builds on skills developed in the previous activity of newspaper analysis.
- It also builds on Activity 2.3, during which students examined magazine articles on course themes.

Planning Notes

- Gather samples of magazines, including school magazines/newspapers (e.g., *The Catholic Register, Catholic New Times,* and publications from charitable organizations and public interest groups).
- Ask students to bring in their own magazines as well in order to conduct the comparison.
- Use the newspaper samples used in Activity 3.3 or ask a local newspaper to donate newspapers.
- Create a list of questions (in the form of a scavenger hunt) on the elements of the magazine.
- Prepare information on how to create effective storyboards.
- Provide guidelines for oral presentations.

Teaching/Learning Strategies

- Show the sample magazines to the class.
- Select three different magazine samples (one religious, one non-profit, and one commercial magazine). Have students review terms covered in the Activity 3.3, and identify datelines, headlines, jumplines, cutlines, and use of white space, font type and size, and use of colour in the various magazines, by means of a scavenger hunt and/or questions and answers.

- In small groups, students analyse the similarities and differences between these magazines:
  - Who is the target audience? What is the magazine's main purpose or focus? How does the magazine's intended audience and purpose influence the topic choices found in the magazine?
  - Draw attention to elements of design (e.g., colours used, logos, font size, layout etc.), and discuss the possible reasons for the choices.
- Lead a discussion of other elements related to the target audience, such as a magazine's editorial policy concerning advertising, news articles, opinion pieces, special columns, feature articles, etc.
  - Why would a sports magazine advertise sports equipment? Would you see this advertisement in a religious magazine? How do the news articles found in a special interest magazine differ from news articles in a sports magazine?
  - What editorial policy is stated and what is implied? (e.g., Are teen magazines meant to empower teenagers or to develop consumers?)
  - What products are advertised and what connection is there to the audience (e.g., Is arthritis medication advertised in teen magazines?)
  - What relationship exists between the products and the articles? (e.g., Is the treatment for a sports-related injury discussed in an article later featured in a display ad?)
  - How are reality and fantasy represented? (e.g., Do lighting, airbrushing, camera angles, use of lens filters, etc. enhance/alter realities in order to present an idea of perfection? What purpose is served by this technique?) How do these practices undermine or support Catholic teaching of the sacredness of person? (Concept Clarification, Inquiry Process, Issue-based Analysis, Teaching/Learning Strategies, *Curriculum Planner*).
- As a class, brainstorm what the content of the magazines does or does not say about the workplace (e.g., In what manner does the magazine show people in the workplace? Is it a feature article, an advertisement? Does it portray work as positive?).
- As a summative assignment, have students analyse a magazine of their choice. It could be a magazine related to their workplace interests, such as auto mechanics, hair, fashion, retail, and childcare. Students select a magazine and determine the purpose, audience, and messages. For summative assessment, students organize their findings and create an informative, colourful display board with appropriate headings, pictures, and text based on information analysed earlier. They present their display boards to the class through an oral presentation, which is formatively assessed.

Assessment & Evaluation of Student Achievement

- A rubric could be given for the display board oral presentation for summative assessment (Rubrics, Assessment Guide, *Curriculum Planner*).

Accommodations

- Students who extended the newspaper activity to create their own newspaper (Activity 3.3) could research the printing/publishing costs and estimate the amount they would need to charge for advertising in order to break even or make a profit.
- Some students may require additional time or one-on-one assistance to create the magazine project.
- Some students may analyse fewer elements and/or may be assessed in a manner appropriate to their learning styles and strengths (e.g., oral versus written demonstration).

Resources

Decker, Howard. *Newspaper Workshop*. Canada: Globe, 1992. ISBN 0870653407

New Jerusalem Bible. New York: Doubleday, 1968. ISBN 0-385-01189

Appropriate magazines and newspapers

Activity 3.5: Business Writing Forms

Time: 120 minutes

Description

After examining the formats of newspaper and magazine writing, students examine the format of business writing. The teacher shows examples of business writing. Particular attention is paid to the letter and résumé, which students write in the course's culminating activity. Students work in pairs to analyse a particular business writing form, focusing on the characteristics, purposes, and intended audiences. The pairs share the information with the larger group in order to complete a chart detailing purpose, format, topic, and audience. Students write a summative test in the same chart format.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands and uses written materials effectively;
CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
CGE5a - works effectively as an interdependent team member;
CGE5f - exercises Christian leadership in the achievement of individual and group goals.

Strand(s): Literature Studies and Reading

Overall Expectations

LSV.01 - read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on identifying and explaining information, ideas, and issues;
LSV.02 - demonstrate an understanding of the elements of a variety of forms of fiction, non-fiction, drama, poetry, and informational material;
LSV.03 - identify elements of style in a variety of informational and literary texts, focusing on how the elements contribute to clear and accurate communication.

Specific Expectations

LS1.01 - use knowledge of the elements and organizational patterns of informational texts to understand information from print and electronic sources, including charts and graphs;
LS2.01 - describe how elements of specific forms influence meaning in informational texts;
LS3.04 - explain how authors and editors use design elements to organize content and communicate ideas.

Prior Knowledge & Skills

While students may have worked with business writing in previous courses, this activity directs them to analyse this type of writing, with special attention paid to format, topic, audience, and purpose.

Planning Notes

- In preparation for this activity, obtain copies of business letters, memos, annual reports, letters, business reports, résumés, and electronic mail. Possibly approach the Co-op Department of your school/board and ask for their assistance in obtaining these items or use an anthology.
- Design a handout chart that allows space for students to identify the various business forms, and their characteristics, intended audience, and purpose.
- Select business forms appropriate for the summative test.

Teaching/Learning Strategies

- Begin this activity by showing students the various forms of writing associated with business. Ask students to identify the forms they recognize and state their purpose and audience.

- Reveal the forms they cannot identify by producing a sample and stating its name.
- Distribute a chart for students' analysis of various business writing forms focusing on purpose, intended audience, format characteristics, and topic.
- Distribute sample business forms and have students work in pairs to analyse these forms using the chart. The pairs share their information with the larger group. The class records on their own charts any new/additional information given by their peers (Collaborative/Cooperative Learning Strategies, Think/Pair/Share, Teaching/Learning Strategies, *Curriculum Planner*). Using one or two examples, model proper completion of the form.
- For summative evaluation, students complete the same activity independently; provide students with the same chart (including one or two examples as models) and business form examples to analyse.

Assessment & Evaluation of Student Achievement

- Teacher observation is needed for formative assessment of the analysis of business writing (Anecdotal Records, Checklists, Conferences, Assessment Guide, *Curriculum Planner*).
- Business form analysis test is a summative assessment (Quizzes, Tests, Examinations, Assessment Guide, *Curriculum Planner*).

Accommodations

- Provide scribes for students, if necessary.
- To extend this activity, students could write a résumé for one of the characters studied in Unit 2 or could write other business forms.
- Students may require additional time or one-on-one assistance to analyse the forms of business writing.

Resources

Knox, Carolyn W. *English for the World of Work.* Minnesota: American Guidance Service, 1997. ISBN 0-7854-0860-S

Markel, Mike. *Technical Communication.* Toronto: Nelson, 1996. ISBN 0-17-605579-7

Misener and Butler. *Exploring Your Horizons: Career Development Guide.*

Activity 3.6: Job Exploration: Letter Writing, Informational Interview, Self-assessment of Skills and Attitudes

Time: 480-540 minutes

Description

This activity makes this stage of the course theme (*challenges* in the journey) more relevant in that it involves students' visits to work sites and their personal reflections. Students request an informational interview with someone from the work world, then write a letter of confirmation including their potential interview questions. Students conduct the informational interview and submit a taped or written record for assessment. They write thank-you notes summarizing what they learned from the interview. Students reflect on the "hard" skills (e.g., math, technical, computer skills) and "soft" skills (e.g., personal attributes, people skills) they witnessed as necessary for the workplace they visited. Students complete a résumé planner/template and then reflect upon their own employability skills and attitudes. They collaborate with peers to identify strengths and plans for improving their skills. This activity provides initial discussion and planning for the summative evaluation of Activity 3.7.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE2d - writes and speaks fluently one or both of Canada's official languages;
CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
CGE4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities.

Strand(s): Writing, Language

Overall Expectations

LAV.02 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using specialized language, and other presentations;
WRV.01 - use a variety of print and electronic sources to gather information and develop ideas for personal, school-related, and workplace-related writing;
WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing;
WRV.03 - use organizational structures and patterns to produce coherent written work;
WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

WR1.02 - classify and organize information to suit specific forms and purposes for writing;
WR1.04 - use information and ideas from prior knowledge, personal experience, and research to develop content for personal and workplace-related writing (e.g., use knowledge about a product or service to plan a letter of complaint; compare information from different sources about summer jobs to plan a résumé);
WR2.03 - select the appropriate person and level of language for a specific form, purpose, and audience;
WR3.01 - select and use appropriate organizational patterns in written communications;
WR5.04 - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation;
LA2.03 - use critical listening skills to understand the content of oral communications;
LA2.05 - compare their current oral communication knowledge and skills with those required in a variety of workplace settings and create a plan to address identified needs.

Prior Knowledge & Skills

- Students have had previous experience with letter writing.
- Students have worked on some of these tasks in previous courses, so skills are built on/consolidated (e.g., exposure to résumés in Grade 10 Career Education).

Planning Notes

- This activity needs to be carefully planned in advance and explained to students early so they have time to find an individual to interview. Establish a deadline for the completion of all interviews to allow for the follow-up activities to take place within the timeline. Plans need to include activities for students whose interviews are completed early: once a thank-you note is written and sent, options include extra literacy development practice (grammar, spelling, composition, reading) or advance work on the application form and résumé planner required as part of the interview follow-up.

- Teachers should arrange for a school telephone number that students can give to the workplace interviewer.
- Students may need parental/guardian consent forms for participation in the interview portion of this activity; teachers should check their school/board guidelines.
- Students must also gain the interviewee's permission to be recorded. As this activity has many student tasks, it may be easiest for the teacher to create/obtain a form for this consent.
- Create or obtain a résumé planner sheet/template for student use, found in Co-Op, Guidance, and/or Grade 10 Career Education resources such as the "Be Real Game."
- To support students' brainstorming of skills and attitudes, access information from Co-Op and Guidance Departments, as well as Human Resources Development Canada (HRDC) and Conference Board of Canada Employability Skills Profile resources in print and electronic forms.
- Students would benefit from a teacher-created graphic organizer for the partner reflection activity and the oral presentation (including basic tips for short presentations to the class).
- The teacher may need to help co-ordinate interviews for some students. If appropriate to individual student need, the interview could take place at school with someone willing to visit the school or with a school employee, e.g., secretary, custodian.
- The interview could link with Co-Op, Guidance, or other Workplace Preparation course activities.
- The teacher may wish to invite a Co-Op Teacher, Guidance Counsellor, or guest speaker to speak to the class about basic social skills relevant to their interview; time should be allowed for students to practise and become comfortable with these conventions (e.g., greetings, hand shakes, etc.).
- The teacher may need to provide a hand-held tape recorder and/or review note-taking tips.
- The teacher may need to edit the outgoing letters and thank-you notes. As well, students require letter-quality paper, envelopes, and (thank-you) note cards.
- Computers and software with letter format helpers can be used.
- Remind students about personal safety precautions to be considered as they conduct their interviews.
- For positive public relations and to model appropriate behaviour, arrange for students to give a small token of thanks to their interviewee, on behalf of the school and themselves (e.g., a school mug and thank-you note). For added impact and to add to students' self-confidence as representatives of the school, the Principal or Vice-principal could be asked to sign the note of thanks, endorsing the activity and students' participation and earning positive connections with the community.

Teaching/Learning Strategies

- The teacher needs to set the stage for this activity and establish its place in the overall plan of this course. Remind students of the "journey" that is the Workplace English course, and that they have now reached the stage where they can use their skills and knowledge to learn from the world beyond the classroom. Students are told to view the interview and related tasks as safe, first steps in their attempts to make connections between their formal studies and the real world of work. They are encouraged to consider how they might fit into the role of the person they interview *and* how the job/workplace might fit their notion of the ideal destination after graduation. They should be assured that their discovery of the negative aspects of work (e.g., the interviewee's complaints about the job, their own distaste for the work site they visit, etc.) is acceptable and part of the journey of learning about work and individual likes and interests.

- Assist students in developing their interview questions (which are also included with the letter of confirmation for the interviewee's advance reading). Connections should be made to the course's theme of journey and to the earlier discussions of strengths, weaknesses, challenges, skills, and vocation:
  - What is your typical day like? What do you like/dislike about your job? How does it appeal to your interests and talents? What training do you have? What are the hard and soft skills required? How are you evaluated on the job? Do you take part in upgrading and retraining? Does your job ever clash with your personal or spiritual values? If so, how do you maintain your integrity in the midst of such challenges? In what ways can you contribute to the success of your co-workers and/or to the improvement of the world (e.g., environmental causes, poverty relief, etc.)? If you could go back in time, what would you do differently and why?
- Record the list of questions and provide students with the finished copy, including spaces for answers taken during the interview (as students have other compositions to complete individually and for evaluation, the teacher's completion of the interview sheet could be more efficient). Students require the question list in time for their mailing/delivery of the confirmation letter (two school days at most).
- Remind students of the basics of letter writing (studied in Grade 10 Career Education and in Activity 3.5), and facilitate their composition of letters of confirmation for their interviews.
- Sample letters, templates, and computer programs, if available, are provided as support.
  - Students should express thanks for their subject's agreement to be interviewed.
  - They should confirm the date, time, location, and agreed-upon duration of time for the meeting.
  - They should provide background: they are enrolled in the Workplace Preparation English course; this is a requirement for their credit; and they are interested in answers to the questions (noted as an enclosure with this letter).
  - Students should include a school phone number and/or the school contact in case the interviewee needs to reschedule or has any questions.
  - When the final draft is approved by the teacher, students should be given a sheet of letter-quality paper and envelope. The student and teacher can discuss whether delivery in person or by traditional mail, fax or e-mail is better.
- Once the letter and question list have been completed and sent, students should spend time practising their interviewing skills. Determine how much practice is required and how to structure it, depending on the make-up of the class (e.g., students may work in pairs; they may practise with the teacher or another adult, etc.). Some time should be spent on direct teaching and practice of basic social skills (greeting, shaking hands, thanking the interviewee for his/her time, etc.). Students who need/plan to use a cassette recorder should practise using the specific one they will take to their interview; all students should practise their note-taking skills.
- During this time, conference briefly with each student to ensure that all necessary arrangements have been made for the actual interview (e.g., transportation, arrangement for attendance office to be notified if the student will be absent from school, etc.). These details are the responsibility of students, but they may need reminders.
- As students complete their interviews, note the completion and collect tapes and/or hard-copy records.
- Direct the next step (see Planning Notes for suggested options, depending on the timeline). Prompt composition and mailing of a brief thank-you note to the interviewee should be made a priority. Point out the differences in purpose, form, and tone between the letter students wrote earlier and the thank-you note they are now composing.

- When all students have completed their interviews, allow for class discussion/de-briefing of the experience. The teacher needs to be aware of students' needs to express their excitement, disappointment, impressions, etc. This discussion also helps students generate ideas for the next discussion. Facilitate students' reflections on the job they have learned about through their interview: what soft skills (e.g., personal attributes, people skills) and hard skills (e.g., computer, math, reading, and writing skills) are necessary to function in the workplace they visited. Students brainstorm a list of every task they can possibly recall that was worked on by the person they interviewed. Then they analyse what skills would be needed in order to complete the task. Provide a graphic organizer for this task and model one or two examples of the analysis (e.g., under the title "Task" would be "assemble products" and under the title "Skills Needed" would be "reading and following directions"). Distribute the résumé planner/template and ask all students to fill in the blanks to reflect their individual information, educational background, and paid/volunteer job history. Emphasis should be placed on content.
- Distribute a second copy of the graphic organizer, used in the earlier discussion about the interviewee's job, and ask students to choose a partner. In pairs, students assist one another in reflecting upon their own skills and attitudes, using their résumé planner job history information and other sharing to prompt this discussion (e.g., "at your video store job, you have to categorize the movies; this means you are organized," "you like to talk on the phone; this means you are a people person"). Students should be instructed to be creative and supportive in their collaboration, as often individuals fail to recognize or are uncomfortable stating their positive attributes. Each student should complete his/her own organizer with the information generated during discussion (to be used during Activity 3.7).
- Students extend their discussion in pairs to address skills and attitudes needing further development and to establish reasonable steps for improvement (e.g., "I'm not the fastest typist, so I should practise with the keyboarding program," "You never volunteer to answer questions in class, so you should speak out more often"). Make it clear to the class that everyone has some area needing improvement, and that honest self-reflection and planning for improvement are part of meeting the challenges of becoming the best person we can be. Students should pay particular attention to oral communication skills. Identification of an area of weakness and the plan for improvement is entered on the organizer and kept for use during Activity 3.7.
- Students present their partner to the class. Pairs stand together and introduce their partner; they highlight four strengths in skills and attitudes that their partner offers to the world of work and explain the plan for making an improvement in one area identified as needing attention.

Assessment & Evaluation of Student Achievement

- The interview is an Exhibition/Demonstration for formative assessment (Checklist, Rubric, Assessment Guide, *Curriculum Planner*).
- The letters are self-evaluated as well as teacher-evaluated for formative assessment (Self-assessment, Assessment Guide, *Curriculum Planner*).
- Oral presentations in pairs are formatively assessed for completion of the reflection on skills and attitudes, including a plan for improvement, and for oral communication skills (Classroom Presentation, Assessment Guide, *Curriculum Planner*).

Accommodations

- Students may require one-on-one assistance in composing the letters and preparing the interviews.
- For the brainstorming of skills list, the teacher may need to provide a basic list of various skills to support students' exploration of specific strengths and areas needing improvement.
- Students could extend this activity by designing a letterhead or business card and filling out a job application for a character studied in Unit 2 or for themselves.
- To extend this activity, the teacher could arrange for a guest speaker to address a workplace issue discussed in class (Teaching/Learning Strategies, *Curriculum Planner*).
- Some students may need extra time to complete the interview.

Resources

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Toronto: Harcourt, 1999. ISBN 0-7747-0197-8

Canadian Centre for Occupational Health and Safety – www.ccohs/oshanswers/information/govt.html

Flannery, Austin, ed. Vatican Council II: The Counciliar and Post Counciliar Documents Study Edition. *The Church in the Modern World.* New York: O.P. Costello Publishing Co., 1975.

Knox, Carolyn W. *English for the World of Work.* Minnesota: American Guidance Service, 1997. ISBN 0-7854-0860-S

Markel, Mike. *Technical Communication.* Toronto: Nelson, 1996. ISBN 0-17-605579-7

Misener and Butler. *Exploring Your Horizons: Career Development Guide.*

Schaefer, Nancy. *Good Job! A Young Person's Guide to Finding, Landing, and Loving a Job.* Toronto: Stoddart, 2000. ISBN 0-7737-6107-8

Sebranek, Patrick, Dave Kemper, and Verne Meyer. *Write Source 2000.* Nelson: Scarborough, 1999. ISBN 0-17-618700-6

Activity 3.7: Employment Exploration Package (Summative Activity)

Time: 420-480 minutes

Description

This summative activity guides students in an exploration of their suitability to a specific employment position. At this stage in the journey, the challenges include honest self-assessment, perseverance, and self-promotion that is confident and sincere. Students access community resources to find local job opportunities, and they select job openings that are appropriate and interesting for a summer or full-time position after graduation. The position should be appropriate for students' skills, interests, and values, identified in this and earlier units. They are reminded of the term "vocation," which was discussed in Unit 1. Students create self-promotion packages, including an application form, letter of application, résumé, and videotaped mock interview. They also indicate areas needing further growth and skill development.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE4c - takes initiative and demonstrates Christian leadership;
CGE5b - thinks critically about the meaning and purpose of work;
CGE5d - finds meaning, dignity, fulfillment, and vocation in work which contributes to the common good;
CGE5h - applies skills for employability, self-employment, and entrepreneurship relative to Christian vocation.

Strand(s): Writing, Language, Media Studies

Overall Expectations

LAV.01 - use knowledge of vocabulary and language conventions to read, write, and speak competently, with a focus on identifying and selecting appropriate diction and syntax in personal, creative, and workplace-related communications;
WRV.01 - use a variety of print and electronic sources to gather information and develop ideas for personal, school-related, and workplace-related writing;
WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing;
WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate;
MDV.02 - demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, collaboratively and independently, based on ideas, themes, and issues examined in this course.

Specific Expectations

WR1.01 - investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather data from print and electronic sources;
WR2.01 - select and use an appropriate form to produce written work for a specific audience and a specific purpose;
WR2.02 - use literary and informational texts as models of writing for specific purposes and audiences;
WR5.04 - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation;
LA1.03 - identify and use specialized vocabulary and language appropriate to workplace situations, with a focus on clear and accurate expression;
MD2.01 - design or create media works based on ideas, themes, and issues examined in this course.

Prior Knowledge & Skills

- Students have computer and keyboarding skills.
- Students have conducted interviews; now they are interviewees seeking a position.
- In Unit 1, students began assessing their skills and completing interest inventories; the self-evaluation in the first task of this activity builds on what they have done throughout the course.
- Activity 3.6 included a detailed self-analysis of employability skills and knowledge.

Planning Notes

- Obtain copies of the newspaper or ask students to bring them in for the analysis of classified ads.
- Ensure that students have been instructed on ethical use of the Internet.
- If possible, book a computer lab so students can examine websites for work search strategies and on-line job postings as well as prepare their job package. Stress that anyone can create a website; have students watch for bias or inaccuracies. It may be helpful to critically analyse websites as a class.
- Arrange a trip to the public library, career centre, or Guidance/Co-op Department to examine resources and to speak to employment counsellors to examine possible future directions.
- Prepare copies of Appendix 3a and Appendix 3b (letter and résumé checklists).
- Prepare a checklist for evaluation of the video. Include aspects of oral communication, basic social skills, appearance suitable to a job interview, and technical media details.
- Prepare a list of interview questions referring to all aspects of the concept of vocation and the self-assessment that students have undertaken in preparation for this summative assignment.
- Book one or more video cameras or arrange for studio time.

- Investigate the school's/board's guidelines regarding the videotaping of students. Arrange for appropriate consent forms if necessary.
- Arrange for audiocassette recorders for use by students who are uncomfortable being videotaped (assessment needs to be adjusted to reflect this change).
- Other expectations addressed are LSV.01, LS1.01, LS1.03, WR1.04, CGE2b, CGE4f, and CGE4g.

Teaching/Learning Strategies

- Review the concept of vocation, and have students re-examine their Call to Growth charts. Students are to select a potential job that is realistic and appropriate to their current interests, skills, and knowledge.
- Review the lessons, from Activity 3.3, on reading and interpreting classified ads.
- Allow students to access employment information from other sources, such as their Guidance and/or Co-op Departments, libraries, employment centres, and Internet sites. Remind students of their earlier media lessons on critical analysis of Internet site information.
- Students get the teacher's approval of the target position before proceeding with the activity.
- Provide students with the résumé and cover letter checklists and have them complete the written portion of the package:
  - complete the generic application form and, using their résumé planner/template from Activity 3.6, create a résumé for their target job;
  - compose a letter of application geared specifically to the position.
- Provide students with the interview questions they will respond to on videotape, e.g., Why does this job interest you? What skills and knowledge do you possess that fit the job? How have you demonstrated those skills in previous jobs or hobbies? Name a weakness. Do you plan to grow in this area? How? How do you plan to contribute to the success of your co-workers? How can you make the world a better place? Where do you see yourself in five years? Name a character you have studied in literature that you admire or with whom you sympathize. Explain.
- Provide students with the checklist for the evaluation of the video. Remind them of their earlier lessons on media (e.g., the power of personal appearance, the effect of camera angles, etc.) and their practice of basic social skills during the job site visitation.
- Allow students to work in pairs to complete the interview or to enlist the assistance of a parent or other helper. If necessary, students could videotape themselves answering the questions rather than act out the entire scene with another person.
- Direct students to submit their final pieces properly (e.g., application form, letter, and résumé in an envelope properly addressed and video labelled appropriately).

Assessment & Evaluation of Student Achievement

- A self-editing checklist could be given for preparation of the employment package (Self-assessment, Assessment Guide, *Curriculum Planner*).
- Checklists and rubrics are used for summative assessment (Rubrics, Assessment Guide, *Curriculum Planner*).
- Appendix 2 is a rubric for the cover letter and résumé, and Appendices 3a and 3b are checklists for the cover letter and résumé for summative assessment.

Accommodations

- Students may require one-on-one assistance at various stages of the process.
- To extend this activity, the teacher could arrange for a guest speaker from a local business or employment centre (Teaching/Learning Strategies, *Curriculum Planner*).
- Some students may need extra counselling regarding appropriate target jobs and/or extra time to complete the package.
- Students who struggled with successful demonstration of earlier expectations could be given another opportunity at this time (e.g., focusing on their target workplace, they could create letterhead, a memo template, a magazine display ad for recruitment to the company, a commercial storyboard for their chosen job, etc.).

Resources

Bolles, Richard. *What Colour is Your Parachute?* Berkeley: Ten Speed Press, 1998.

Covey, Sean. *The Seven Habits of Highly Effective People: The Ultimate Teenage Success Guide.* Simon and Schuster, 1998. ISBN 0-6848-56093

The Globe and Mail – www.theglobeandmail.com (click on careers)

Hot Jobs – www.hotjobs.ca

Human Resources Development Canada. *Canada Prospects: Canada's Guide to Career Planning.*

Human Resources Development Canada – www.hrdc-drhc.gc.ca

Ontario Ministry of Education. *And Finally I Did Get a Job.* – www.edu.gov.on.ca/eng/training/jobs/getjob.htm.

Ontario Ministry of Education. *Ontario Summer Jobs.* – www.edu.gov.on.ca/eng/document/brochure/summerjbe.html

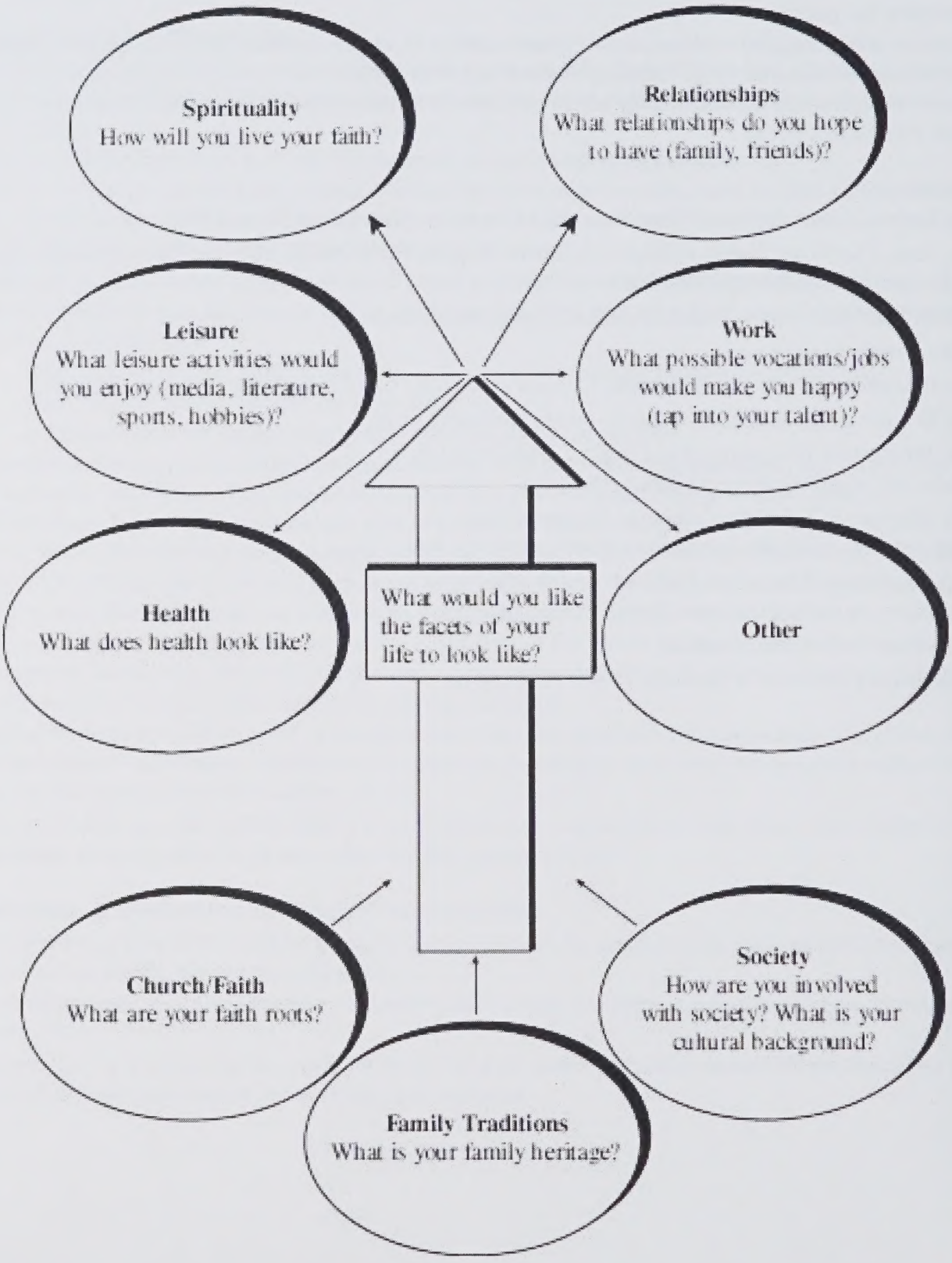
Ontario Ministry of Education. *You and the Job Market.* – www.edu.gov.on.ca/eng/document/brochure/youjob.html

Skills Canada – www.skillswork.ca

Youth Resource Network of Canada – www.youth.gc.ca

Appendix 1

Call to Growth


Spirituality
How will you live your faith?
Relationships
What relationships do you hope to have (family, friends)?
Leisure
What leisure activities would you enjoy (media, literature, sports, hobbies)?
Work
What possible vocations/jobs would make you happy (tap into your talent)?
Health
What does health look like?
What would you like the facets of your life to look like?
Other
Church/Faith
What are your faith roots?
Society
How are you involved with society? What is your cultural background?
Family Traditions
What is your family heritage?

Appendix 2

English Workplace 11 Résumé and Cover Letter Rubric

Name:

Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Knowledge/ Understanding • Shows understanding of the forms of résumé and cover letter	- shows limited understanding of the forms	- shows some knowledge of the forms	- shows considerable knowledge of the forms	- shows thorough knowledge of the forms
Thinking/Inquiry • Selects and organizes information to complete the résumé and cover letter	- selects and organizes information with limited effectiveness	- selects and organizes information with some effectiveness	- selects and organizes information with considerable effectiveness	- selects and organizes information with a high degree of effectiveness
Communication • Communicates facts and ideas clearly	- communicates facts and ideas with limited clarity	- communicates facts and ideas with some clarity	- communicates facts and ideas with considerable clarity	- communicates facts and ideas with a high degree of clarity
• Addresses audience and purpose	- addresses audience and purpose with limited effectiveness	- addresses audience and purpose with some effectiveness	- addresses audience and purpose effectively	- addresses audience and purpose with a high degree of effectiveness
Application • Uses accurate spelling, punctuation, and grammar	- uses language conventions with limited accuracy	- uses language conventions with some accuracy	- uses language conventions with considerable accuracy	- uses language conventions with a high degree of accuracy

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 3a

Checklist for Résumé Assignment

Knowledge/Understanding, Thinking/Inquiry, Communication

	My résumé includes...
	my name
	my full address (with postal code)
	my telephone number (with area code)
	a sentence stating my employment goal (e.g., " I am interested in obtaining an entry-level position in the shipping and receiving department.")
	my educational background, starting with the present/most recent
	my work and volunteer experience, starting with the present/most recent
	my skills and awards
	my interests/hobbies
	my references (name, position, and phone number)

Application

	I edited my final draft. I...
	checked for proper margins, tabs, bolding, etc., to make my résumé format attractive
	used spell check and/or asked a peer to edit
	used grammar check and/or asked a peer to edit
	checked the spelling of all proper nouns

Appendix 3b

Checklist for Cover Letter Assignment

Knowledge/Understanding, Thinking/Inquiry, Communication

My cover letter includes...	
	date
	2 line spaces
	my address – street; (unit or apt. no. – city, province – postal code
	5 line spaces
	employer's name and title – company name – street address – city, province – postal code
	1 line space
	salutation (Dear _____:)
	1 line space
	paragraph 1, stating that I'm interested in a job and what work I would like
	1 line space
	paragraph 2, mentioning that my résumé is enclosed, and a sentence stating my skills, interests, experience, and why I would be a good employee for this employer
	1 line space
	paragraph 3, asking for the opportunity to speak in person about the possibility of employment and thanking the employer for his/her consideration
	closing (Sincerely,) – 4 or 5 spaces – my name typed
	My signature on the final copy

Application

I revised and edited my final draft. I...	
	used spell check and/or asked a peer to edit
	used grammar check and/or asked a peer to edit
	checked the spelling of the employer's and company's names
	used a thesaurus and/or my glossary for effective "power words"
	checked all punctuation